



# PERFORMING ARTS

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# Working with State Agencies

Bob Morrison  
Arts Ed NJ



**PERFORMING  
ARTS** [www.nfhs.org](http://www.nfhs.org)



Jeff Smith



Todd Shipley (Dir., Fine...

Michael Mitchell

Michael Mitchell



Melody Weintraub

Sarah Robinson

Sarah Robinson



Amanda Galbraith



Recording...







# PERFORMING ARTS

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# What Fills Bob's Cup?



## Personal Mission

Protect Music and the Arts as  
Core Subjects

Increase Access to, and  
Participation in, the Arts.







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[www.nfhs.org](http://www.nfhs.org)

English

Math

Science

History

Geography

No Arts



# PERFORMING ARTS

[www.nfhs.org](http://www.nfhs.org)



# Growing Up Complete

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The Imperative for Music Education

*The Report of the  
National Commission on Music Education*

March 1991

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English

Math

Science

History

Geography

No Arts

# Presentations, Research, and Arguments



No Arts

The U.S. Secretary of  
Education calls the Arts...

Extra Curricular

In one ten day time period  
all of this changed



*“The very idea that we can educate young people in a meaningful way without music or art is simply absurd”*



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ARTS**

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# Wanted: Garth Brooks to help Heritage rally for arts

By Eleni Chamis

News-Sentinel Blount County  
bureau

Luring a superstar like country music artist Garth Brooks to Maryville could be quite a task, but a group of Heritage High students and their choral director are determined to see the mission come to fruition.

Right now, they're still dreaming.

"We're trying to do two impossible things," said choral director Stacey Wilner. "We're trying to change the federal government, and we're trying to get Garth Brooks."

Wilner is leading the way for a group of teachers and students who are upset with a new national education project called America 2000. The plan, endorsed and promoted by the federal government, lists six national goals, none of which include the fine arts.

The America 2000 plan was first brought to Wilner's attention at a Farragut High School meeting last October of all East Tennessee music teachers.



Members of the All-Youth Honors Concert rehearse for their Friday concert, which they hope Garth Brooks will support. Front-row singers are, from left, Tammy Myers, Michelle Pryor and Brad Proctor.

J. Miles Cary/News-Sentinel staff

The proposal pledges to get communities more involved in education and to develop new ways to educate youth by the year 2000. A nine-year education strategy, America 2000 seeks in-

novative, break-the-mold ideas in education to create a new generation of schools.

"We feel that the arts shouldn't be considered extracurricular," said Wilner, who is in

her fifth year of teaching at Heritage. "If they're made extracurricular, communities with money will continue in arts education, but those without money will not. That's an elitist concept; it becomes the haves and have-nots."

Also involved in the struggle to support and preserve music education in the public schools are the Tennessee Coalition Campaign for Music Education and the National Coalition for Music Education. Their goal, according to Wilner, is to have fine arts included in the educational goals of America 2000.


"During tough budget times, the arts is the first thing to be cut," Wilner continued. "The educational goals of the country used to include fine arts."

To promote local and national awareness, the group is dedicating its third annual All-Youth Honors Chorus concert to the issue.

Please see ARTS, page BC4



**FRIDAY**  
**MARCH 6, 1992**

TODAY'S HIGH: <b>66</b>		TONIGHT'S LOW: <b>51</b>
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Complete weather forecast on 8B

## Alexander adds arts and music to lesson plan

By LEIGH ANN EAGLESTON

Staff Writer  
 Copyright 1992, The Tennessean

Music and art will get renewed emphasis in American schools, Education Secretary Lamar Alexander pledged yesterday amid criticism that those topics were omitted from America 2000 education goals.

Alexander said he will form a national Music and Arts Partnership to strengthen music and arts programs in the 1,000 America 2000 communities, including Memphis and Nashville.

He said the partnership "was not spurred by any upset in the music community," although he has met sharp criticism from music leaders and educators in recent days.

Mike Greene, president of the National Academy of Recording Arts and Sciences, blasted the U.S. Department of Education on the nationally televised Grammy Awards last week for leaving music out of the six na-

**'We want to make it clear that we want to encourage excellence in more than just those five [America 2000] areas.'**

LAMAR ALEXANDER  
 U.S. education secretary



tional education goals in America 2000, a national strategy to improve schools.

Closer to home for Alexander, a choral concert tonight in his native Blount County will become a platform to illustrate the importance of music in education.

Statements from Greene and other music leaders will be released at the concert in support of music education.

After intermission, the curtains will open to a blank stage instead of the scheduled show to illustrate "that if arts are not considered part of project 2000, maybe next year or in the year 2000 there may be no honors

▶ Turn to PAGE 2A, Column 1

## Alexander's lesson plan for 2000 turns attention to arts and music

FROM PAGE 1A

course [in chorus]," said Stacey Wilner, choral director of Heritage High School and organizer of the event.

Alexander said the partnership has been in the works for a few months and will include members of the Nashville music community and national leaders. He was not prepared to release any names of potential members.

"I think I'll call the teacher [Wilner] because we would love to have her and her enthusiasm and energy as part of the America 2000 Music and Arts Partnership," Alexander said. "And if Mike Greene is concerned, we'd be glad to have him, too."

Wilner said, "If this would make fine arts equal to

math, science, history and geography, then I'm all for it." The choral show protest will go on as planned, however.

Leaders in the music community had issued strong protests to the absence of music and arts in America 2000 goals for excellence in math, English, science, history and geography.

Bob Morrison, who is on the coordinating board of the Tennessee Coalition for Music Education, said, "If he is sincere in including music and the arts as part of the America 2000 campaign, then hallelujah and more power to him."

"But if this is something to placate or try to keep the music and arts community at bay by throwing out a bone, then I'm not so sure that's what we'd be after." ■

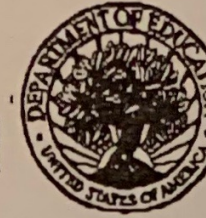
THE TENNESSEAN



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UNITED STATES  
DEPARTMENT OF EDUCATION



NEWS

For Immediate Release: February 23, 1993  
Contact: Linda Burstyn (202) 401-3026

Statement by U.S. Secretary of Education

Richard W. Riley

Educating America in the Arts

As we work to improve the quality of education for all children, the arts must be recognized as a vital part of our effort. The arts -- including music, theater, dance and visual arts -- are a unique medium for communicating what is common to all of us as human beings and what is special to each of us as creative individuals. The arts provide valuable opportunities for understanding our cultural heritage and that of all other civilizations. The arts also enhance our nation's economic competitiveness by developing creative problem-solving skills, imagination, self-discipline and attention to detail.

Emerging national education standards will, for the first time, provide a clear vision of the knowledge, skills, and concepts that all students need to learn through studying the arts.

Building on existing arts education partnerships, the Department will implement and support new education reform efforts which insure that the arts are an integral part of every child's education.

OPTIONAL FORM 99 (7-90)

<b>FAX TRANSMITTAL</b>		# of pages ▶ 1
To	Bob MURRISON	From
Dept./Agency	PUBLIC AFFAIRS	Phone #
File #	615-833-6242	202-401-1304
		Fax #
<small>NSN 7540-01-317-7368</small>		<small>5099-101 GENERAL SERVICES ADMINISTRATION</small>



Did this have anything  
to do with children?



# PERFORMING ARTS

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## Lesson 1

# A Political Problem

# Demands

# A Political Response

Power

+

Policy

+

Allocation of Resources

=

Politics



## Lesson 2

# It's All About Relationships

## Lesson 3

Build the Relationships  
BEFORE You Need Them



Proactive > Reactive > Inactive

## Lesson 4

# Build Your Power Map



*Turning*

*Me into We*

# Why a Power Map

- Honored relationships are powerful
- Connect to the people with shared vision and/or can really help you achieve your goals
- Heightened awareness prepares you for more connections – within your organization and in networks

# What is Shared Power Mapping

- A practice
- Strategic connections that help you achieve your goals
- Meaningful communication with the people who make the most impact
- Consistent contact and active growth of relationships – and community
- A centralized resource within an organization

# Key Concept

- Your Shared-Power Map is not your general database
- It's a more focused and strategic resource
- After practice and use, it can become your main way of managing relationships that integrates with or becomes your database

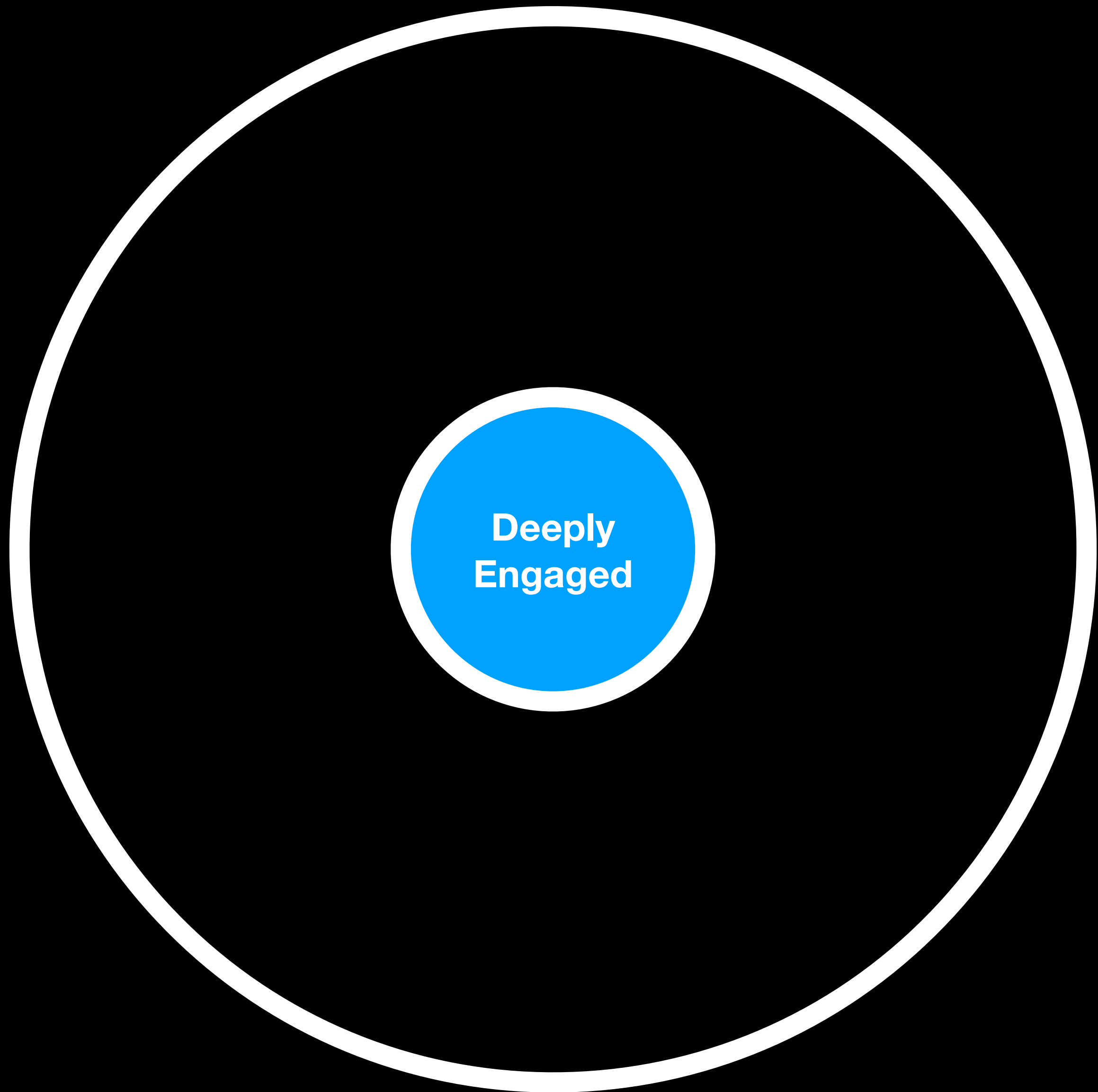


# Spectrum of Engagement

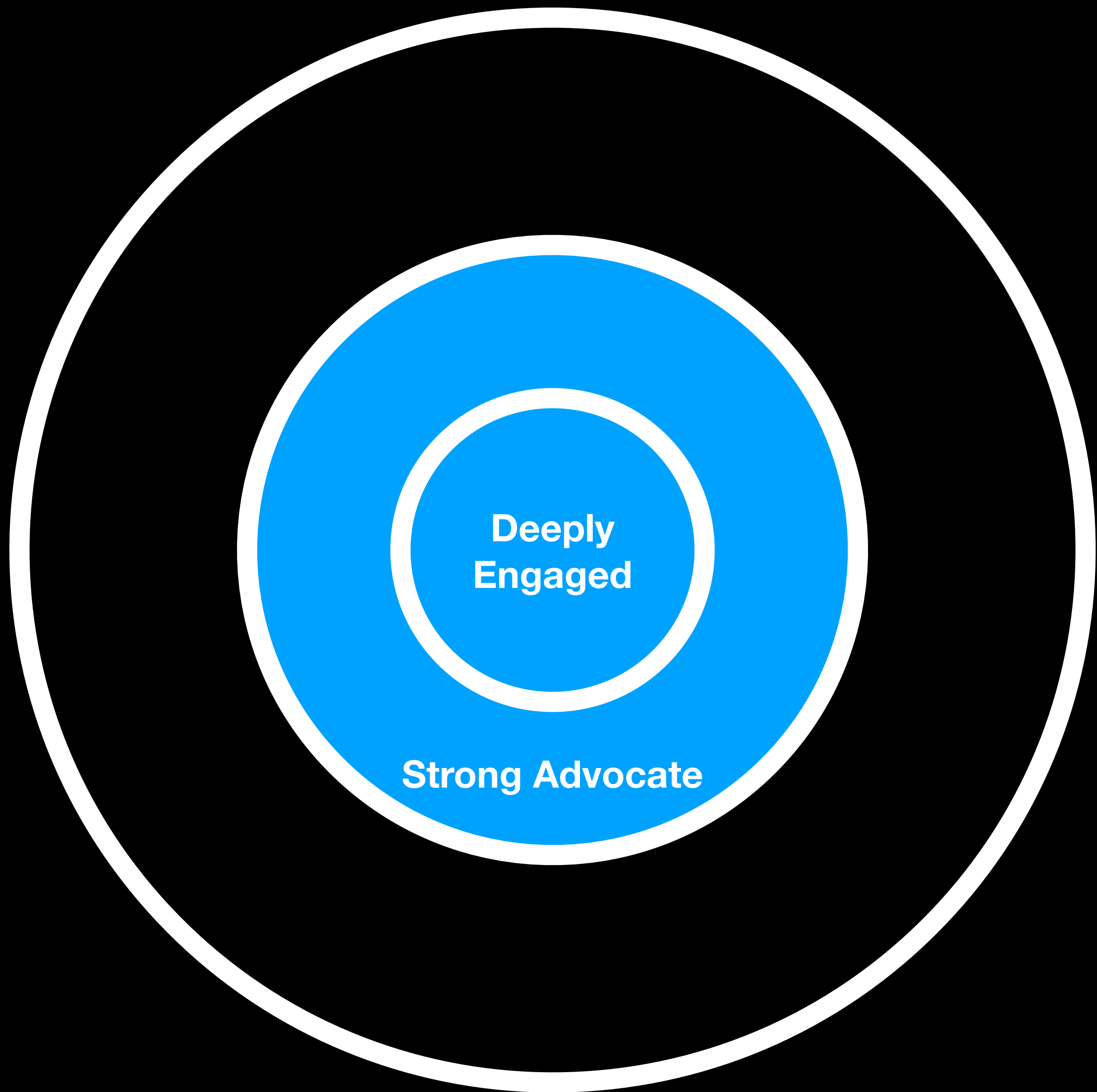


**Your Mission**

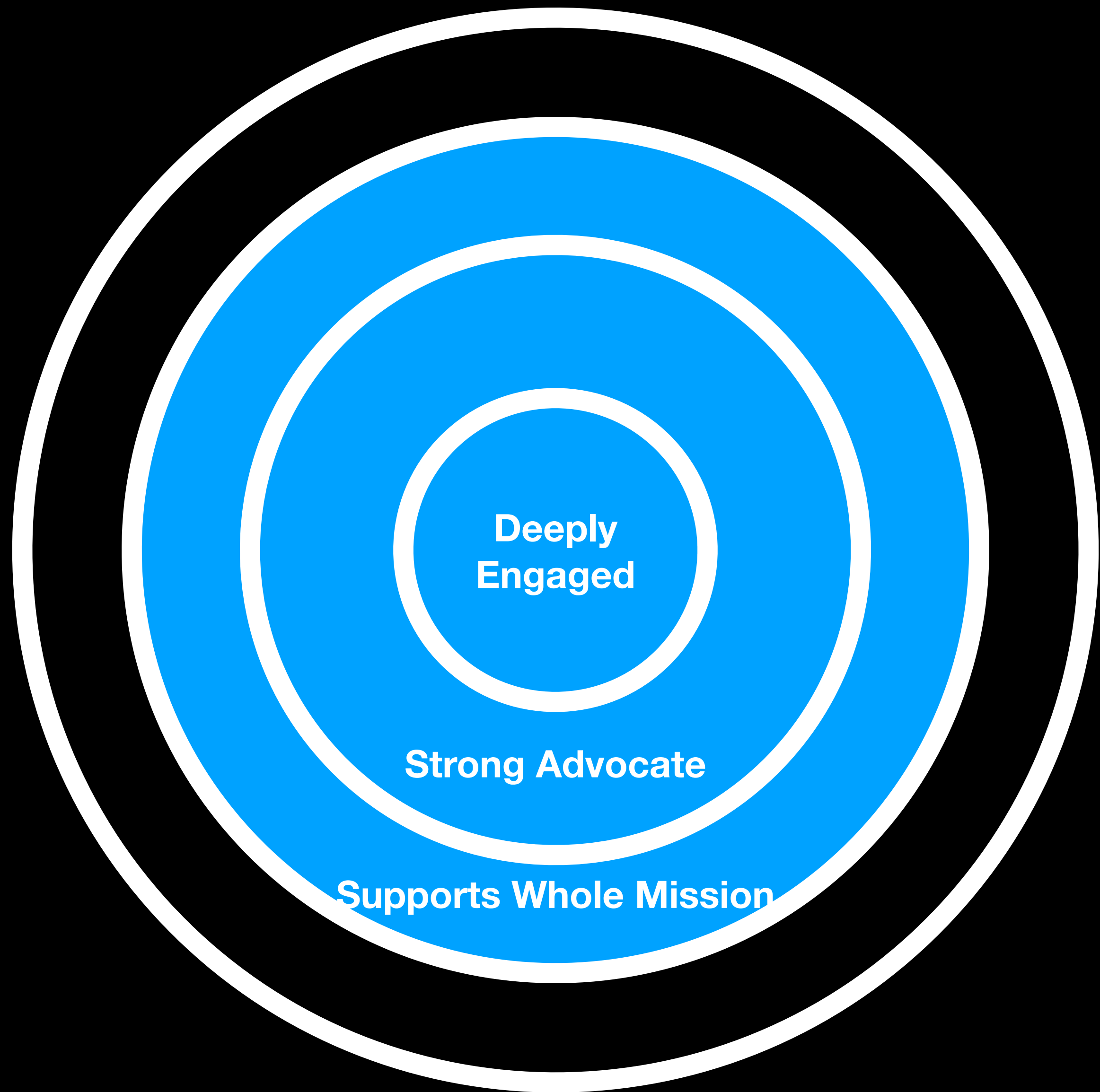
# Spectrum of Engagement



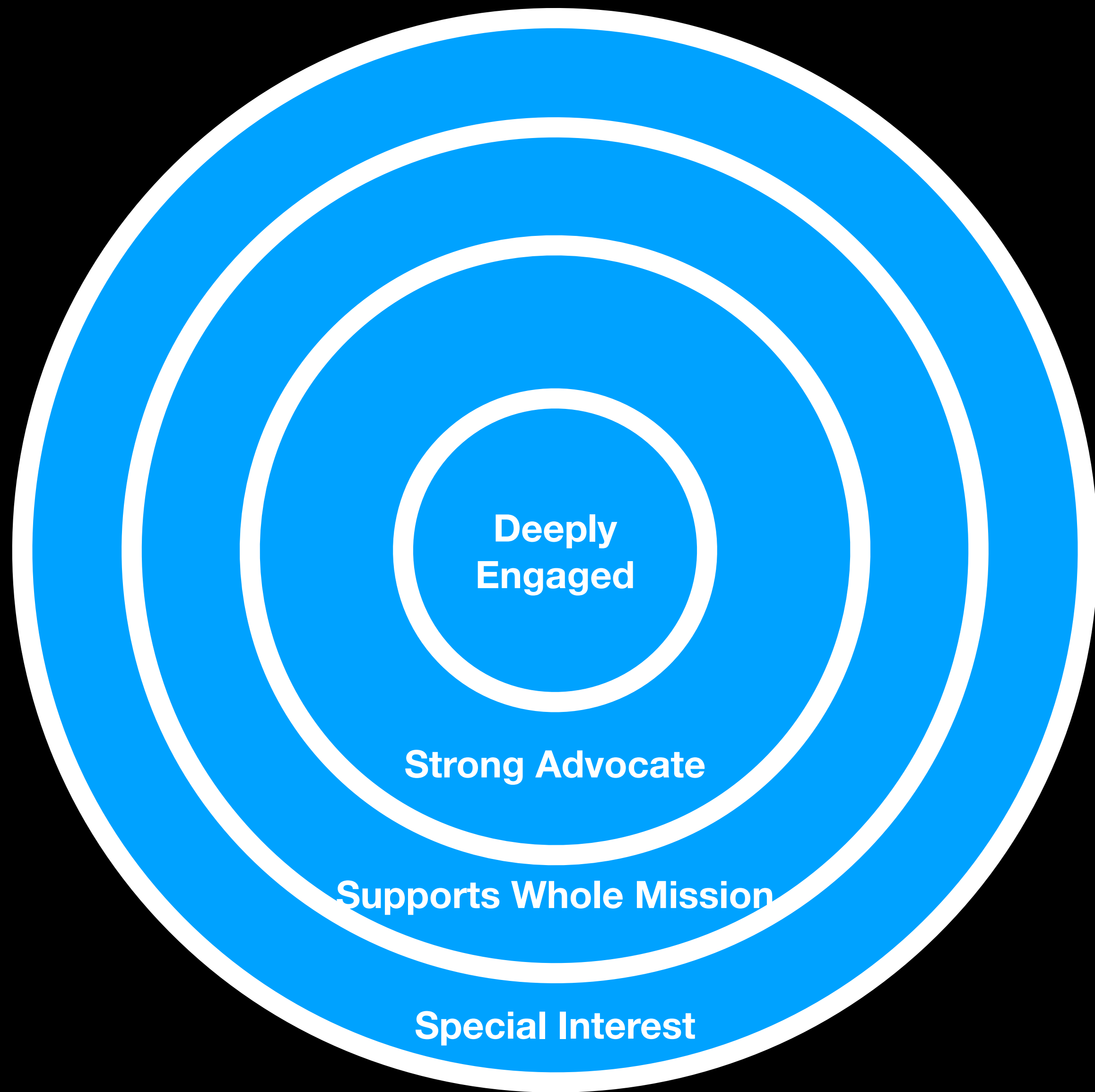
# Spectrum of Engagement



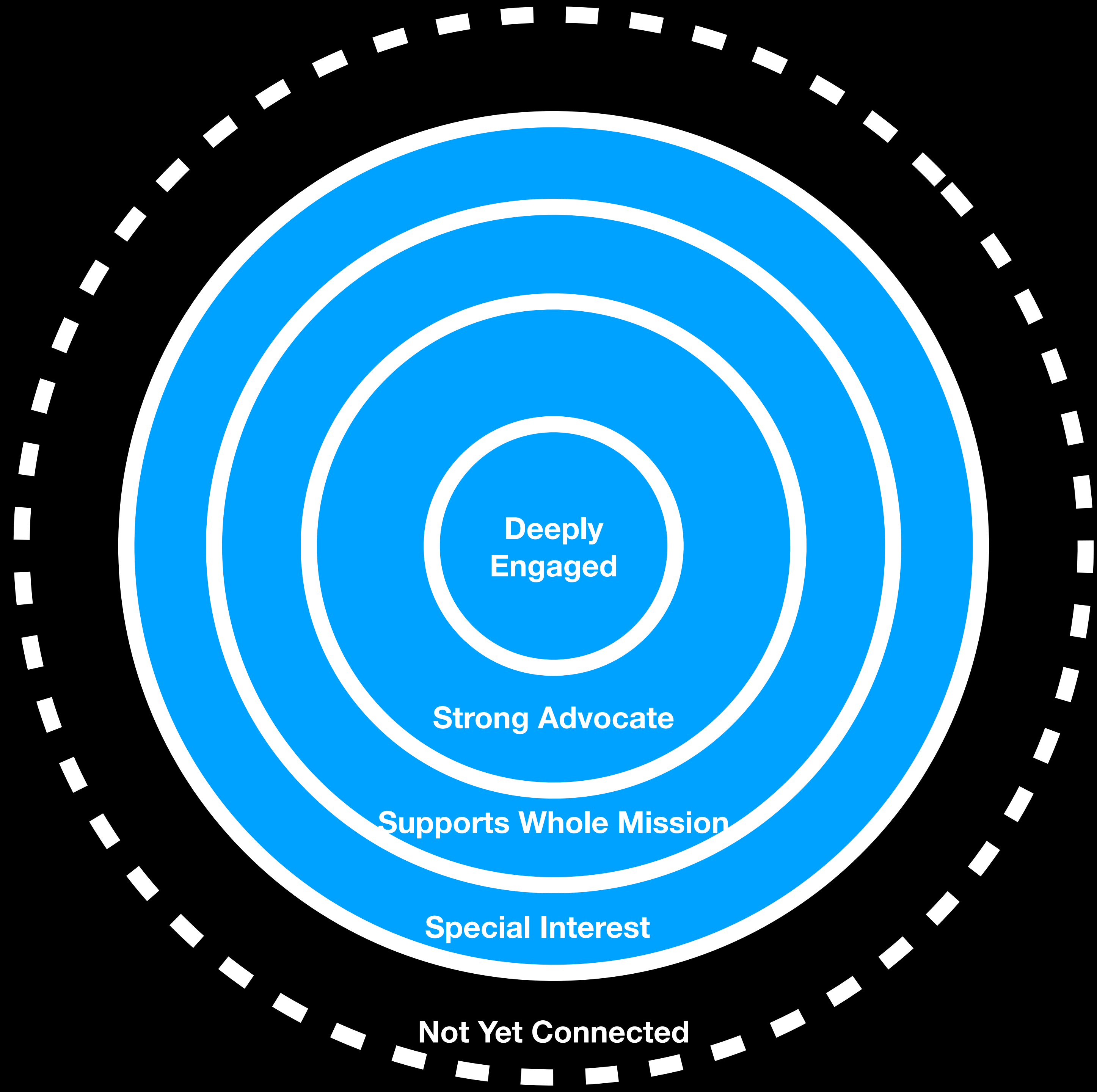
# Spectrum of Engagement



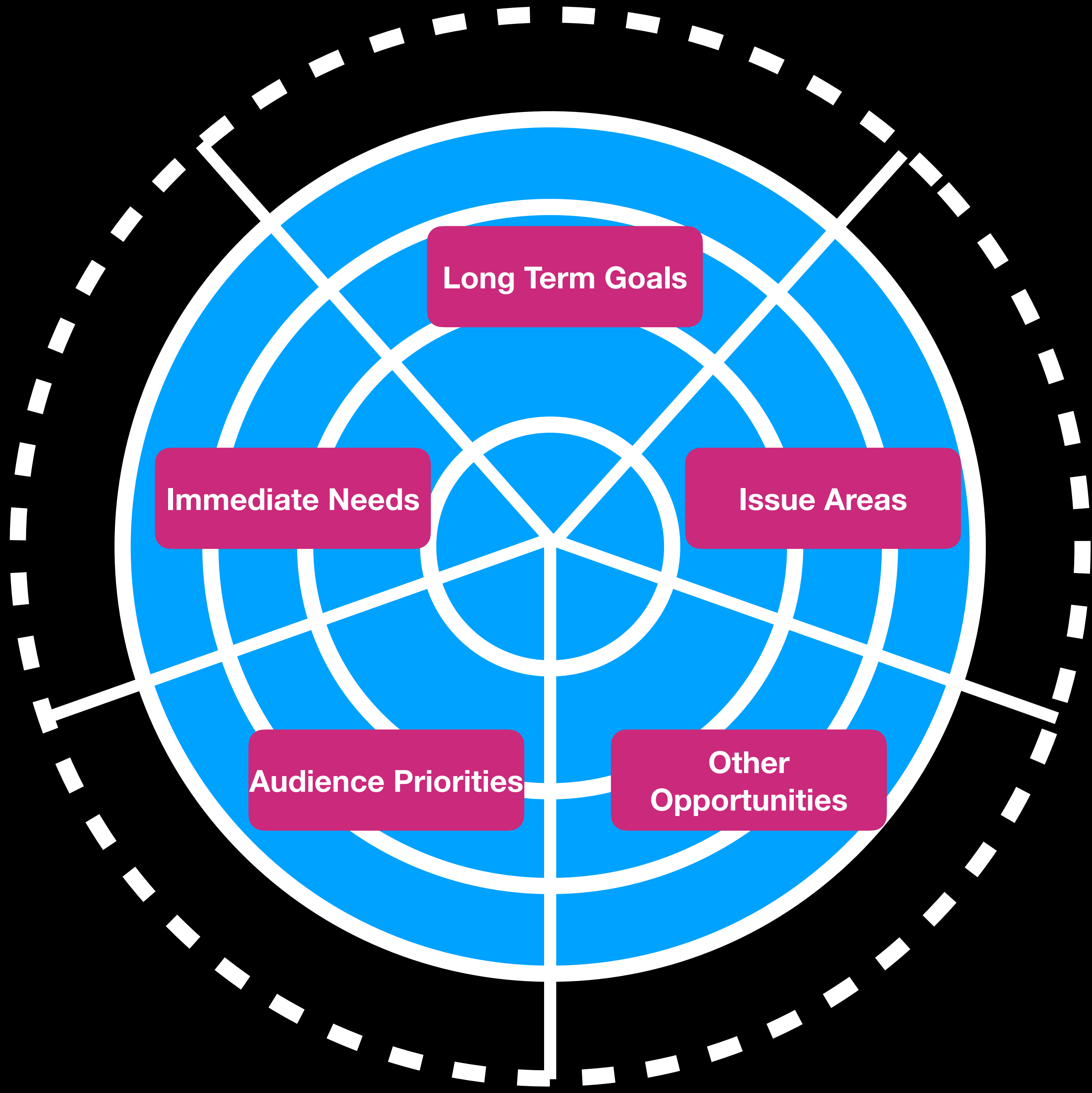
# Spectrum of Engagement



# Spectrum of Engagement



# Building the NOW 25



# Your Now 25

- Focus on the “Now 25” at a time. More than that is unrealistic.
- Share the load. Align the right “ambassador” to the right “Now 25” contact.
- Use a combination of technology (database) and brainstorming for best results
- Interact with your Shared-Power Map regularly. A weekly review helps you keep on top of it.



# Be Prepared to Follow Through

- Make sure you have the right information. Dig more deeply to identify needs & motivations as well as potential overlaps. Be empathetic about perspectives.
- Take time to consider the possibilities ahead of time. How can you achieve results together?
- What ideas do you already have?
- What are you going to bring to the table and what are you going to ask of your contact?
- Document & Follow Up

# Meaningful Information

- People & Organizations
- Contact Information
- Best Way to Reach Them
- What do they care about most?
- Where are they on the “Spectrum of Engagement?”
- What is their specific power and/or expertise?

# Meaningful Information

- Who is the best person in org to contact them?
- What specific thing will you share with them now?
- What specific thing will you ask of them now?
- What are you going to engage in that helps them?
- Who else are they connected to in your Power Map?
- Action Steps, notes & follow-up dates

# Manage Your Power Map

- Regular Review
- Spreadsheet
- Database
- CRM (Constituent Relationship Management)
  - Salesforce
  - Raiser's Edge
  - CiviCRM
  - Insightly
  - Others! Lots of others



# In New Jersey

## Executive Branch

NJ Governors Office  
NJ Department of State  
NJ State Board of Education  
NJ Department of Education  
NJ Department of Community Affairs  
NJ state Council on the Arts

## Legislature

NJ State Assembly  
Majority Leader  
Minority Leader  
Education Committee

NJ State Senate  
Majority Leader  
Minority Leader  
Education Committee

## Education Organizations

LEE Group  
(Leadership for Excellence in Education)  
NJ School Boards Association  
New Jersey Education Association  
NJ Principals and Supervisors Association  
NJ Association of School Administrators  
NJ Association of School Business Officials  
NJPTA

## Cultural Organizations

NJPAC  
NJSO  
Young Audiences  
Theatre Alliance

## Funders/Philanthropy

Geraldine R Dodge Foundation  
Grunin Foundation  
Johnson and Johnson Foundation

## Connected Influencers

Former Governor Tom Kean  
Evie Colbert  
Steve Adubato  
David Bryan  
Little Steven

NJSIAA

## Media

NJ Spotlight  
NJ PBS  
News Papers

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# Working with State Agencies



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**Majority Leader**  
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### **NJSIAA**

## Media

**NJ Spotlight**  
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**News Papers**

# Working with State Agencies



## Lesson 5

# Connect Around Common Ground

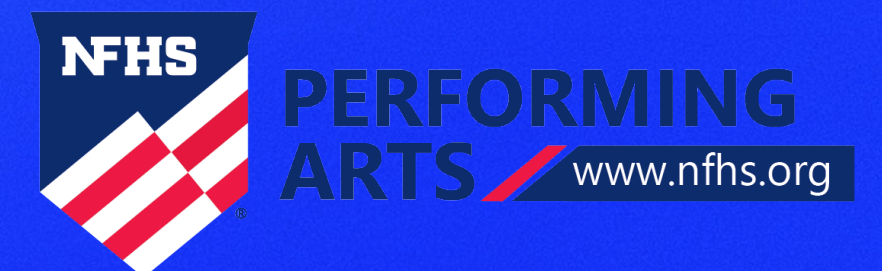


Connect Around Common Ground

**“Quality Education for All Students”**

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Working with State Agencies



## Lesson 6

# Create Multiple Connections

# Multiple Connections

- Executive Director/CEO
- Volunteer Elected Leadership
- Designated Staff Liaison
- Communications Lead
- Government Relations Lead

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Working with State Agencies

## Lesson 7

# Volunteer for ANYTHING



# Lesson 7: Volunteer for Anything

- Present a Session
- Write an Article
- Serve on a Committee/Taskforce
- Serve on a Panel
- Share Related Information
- Share Social Media

## Lesson 8

# Reap What You Sow

# SEPTEMBER READY

Fall 2020 Guidance for Arts Education



Updated November 13, 2020



# September Ready Taskforce

Arts Ed NJ

Art Educators of New Jersey

Dance New Jersey

Geraldine R. Dodge Foundation

Grunin Foundation

Montclair State University

New Jersey Art Administrators. Association

New Jersey Department of Education

New Jersey Education Association

New Jersey Music Administrators

Association

New Jersey Music Educators Association

New Jersey Principals and Supervisors  
Association

New Jersey PTA

New Jersey School Boards Association

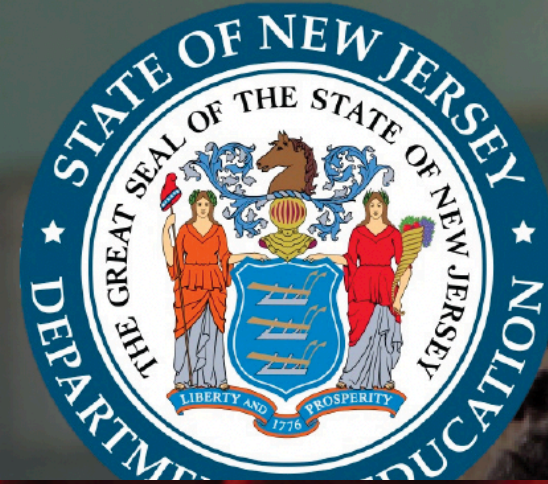
New Jersey State Council on the Arts

New Jersey Thespians

Rowan University

Speech and Theatre Association of New  
Jersey





# Continuity of Learning

It is the mission of the New Jersey Department of Education (NJDOE) to support schools, educators and districts to ensure all of New Jersey's 1.4 million public school students have equitable access to high-quality education and achieve academic excellence. The New Jersey Student Learning Standards define what students need to know and be able to do and serve as the foundation of our high-quality educational system. By delivering standards-based curriculum and instruction using the results of standards-based assessments to customize and strengthen instruction, New Jersey schools create a cycle of continuous improvement. This remains the prevailing theory of action, despite the 2019-2020 school year ending with schools serving students virtually, as a result of the closure of schools ordered in response to the COVID-19 pandemic.

## Restart and Recovery Plan for Education

New Jersey Department of Education



## An open letter from public education advocates to New Jersey families and communities:



### **Actions we take must be focused on:**

- Building a better future by reimagining a more equitable, inclusive and culturally responsive learning environment;
- Meeting the social-emotional needs of students, educators and families;
- Building systems of shared leadership that include the voices of students, parents, communities, teachers, other staff and administrators;
- Ensuring equitable access to, and participation in, a well-rounded education focused on the needs of the whole child anchored in the nine New Jersey Student Learning Standards;
- Implementing a comprehensive system of assessment that supports the use of quality, formative assessments in our classrooms to enhance learning; and,
- Using systemic analysis of practice-based evidence and research to develop intentional, coherent efforts to achieve long-term goals.



American Federation of Teachers New Jersey



New Jersey Education Association



Arts Ed NJ



New Jersey Principals and Supervisors Association



New Jersey Center for Teaching and Learning



New Jersey School Boards Association



Education Law Center



New Jersey Parent Teacher Association



Garden State Coalition of Schools



Save Our Schools New Jersey



Latino Institute, Inc.

TIGRIS.SOLUTIONS

Tigris Solutions



NAACP New Jersey State Conference



New Jersey SPAN Parent Advocacy Network



New Jersey Association of School Administrators



New Jersey Work Environment Council



New Jersey Association of School Business Officials



## Rebuilding Opportunities for Students

3. Efforts to close learning gaps should be applied with equal vigor in all nine content areas of the New Jersey Student Learning Standards, including those not subject to state assessment.



**Fifth in a Series of NJSBA Reports  
on Education During the Pandemic**

September 2021

- **Identifying gaps in academic learning** through formative assessment and other methods, and **addressing academic learning gaps** caused by the pandemic, using approaches such as accelerated learning and “Just-in-Time Teaching,” while providing meaningful instructional opportunities across all nine content areas of the New Jersey Student Learning Standards.
- **Embedding social-emotional learning** into the entire curricular and co-curricular program.
- **Recognizing the role of arts education** in social-emotional learning.
- **Meeting the needs of special populations**, including students with disabilities and English language learners.
- **Promoting healthy organizational structures and cultures**, designed to enable educators to close academic learning gaps and meet students’ social-emotional needs, through methods such as strategic planning and collaboration between labor and management.
- **Directing coronavirus relief funding** provided to school districts through the federal Elementary and Secondary School Relief Fund, so that it has the optimal impact on growth and learning for all students.
- **Ensuring adequate transportation** for students when they return for full-time in-person instruction.

# THE ROLE OF ARTS EDUCATION IN SEL

## RECOMMENDATION

As school districts revise their curricula to align with the 2020 New Jersey Student Learning Standards in the Visual and Performing Arts, they should consider using the Arts Education Social Emotional Learning Framework, which connects the artistic processes with social-emotional learning competencies.

Increasingly, educators have recognized the benefit of arts education to social-emotional learning and academic achievement. Today, the connection between the artistic processes and SEL competencies has become more significant due to the impact of the pandemic on students.



"I believe everyone will soon come to realize that our arts educators are the secret weapon to implementation of social-emotional learning in our schools."

—Dr. Maurice J. Elias <sup>69</sup>

The number one priority of our schools as we emerge from the pandemic is the social emotional well-being of our students, faculty, and staff...

As we return to school, it is critical to remember that our students will not learn:

- until they feel safe
- until they have a sense of belonging, and
- until they feel valued
- until they are heard

That is why the intersection between music and arts education and social emotional learning will be so important as our students return to schools.<sup>66</sup>

In a Fall 2020 *School Leader* article, nationally recognized leaders in arts education and SEL addressed an initiative to tap the unique synergy between the 2020 New Jersey Student Learning Standards in the Visual and Performing Arts<sup>67</sup> and Social-Emotional Learning Skills, identified by the Collaborative for Academic, Social, and Emotional Learning<sup>68</sup> for the benefit of the state's K-12 students.

<sup>66</sup> James Weaver and Lynn Tuttle, "Student Well-Being: Social Emotional Learning and Music Education," Music Guidance and Resources (National Federation of State High School Associations, May 10, 2021), <https://www.nfhs.org/articles/student-well-being-social-emotional-learning-sel-and-music-education-return-to-music-resources/> (accessed Aug. 19, 2021).

<sup>67</sup> Creating; Performing/Presenting/Producing; Responding, and Connecting

<sup>68</sup> The SEL competencies span the areas of Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making, and Relationship Skills.

<sup>69</sup> From "Fostering Social-Emotional Learning through Arts Education," a presentation by Robert Morrison at the NJSBA Social and Emotional Learning Conference (New Jersey School Boards Association, Feb. 14, 2020), <https://www.njsba.org/wp-content/uploads/2020/02/NJSBA-SELArts-021420.pdf> (accessed Aug. 19, 2021).

"Schools have an obligation to prepare students for the tests of life and not just a life of tests, by taking SEL seriously. And that means ensuring systematic opportunities for students to engage in SEL," wrote Robert Morrison, director of Arts Ed NJ, and Dr. Maurice J. Elias, director of the Rutgers Social-Emotional and Character Development Lab, in an October 2020 article in NJSBA's *School Leader* magazine.

They emphasized how the visual and performing arts can provide such an opportunity.

...one of the most important avenues for this to take place is in the visual and performing arts. The reason is obvious. It's hard to imagine students creating, presenting, performing, reviewing, responding to, and communicating about the arts in the absence of empathy, perspective taking, a sophisticated knowledge of emotions, and the emotion regulation, problem solving and relationship skills needed to do the work that artists must do.<sup>70</sup> [Emphasis added.]

The initiative, *Arts Education & Social and Emotional Learning Framework*, was designed by a team of experts in SEL and Arts Education, with members drawn from SEL4NJ (the Social-Emotional Learning Alliance for New Jersey) and Arts Ed NJ (previously the New Jersey Arts Education Partnership).

Over an 18-month period [starting in early 2019], this task force explored all of the intersections between SEL and arts education through the lens of the arts education standards. This approach maintained the focus on the primary goal of teaching the arts while making a clear connection to SEL to inform [instruction]. This allowed the team to illuminate the inherent nature of SEL within arts education and how this can be activated in students intentionally.<sup>71</sup>

Compelling rationale for arts education utilizing SEL are:

- Purposeful integration of SEL into arts education will enrich the students' personal connection to the arts.
- The relationship built between arts teachers and students over multiple years of instruction fosters the caring environment necessary to help build school connectedness and foster empathy.
- The perseverance needed to dedicate oneself to artistic excellence fosters resiliency both in and out of the arts classroom.
- Artistic creation fosters self-awareness and allows students to develop a greater sense of autonomy and emotional vocabulary.
- The collaborative community developed in the arts classroom welcomes discussions and an awareness of acceptance and embracing diversity.

<sup>70</sup> Morrison and Elias.

<sup>71</sup> "Arts Education and Social and Emotional Learning Framework: A Synergistic Pairing," ArtsEdSEL (The Center for Arts Education and Social Emotional Learning, Sept. 8, 2020), <https://selarts.org/about/> (accessed Aug. 18, 2021).

- Through the arts students learn the necessity of personal goal-setting, self-assessment, and accountability as they develop high standards for their artist endeavors and themselves.
- Arts education provides developmental experiences that actively allow students to practice and hone social emotional competencies.<sup>72</sup>

"By connecting the new arts learning standards to the SEL competencies, along with examples of effective strategies, New Jersey arts educators and administrators will have a road map they may use to aid in the SEL integration process and our students, schools and communities will be the better for it," explained Morrison and Elias in *School Leader*.<sup>73</sup>

A State Board of Education directive requires school districts to align their curricula with the revised New Jersey Student Learning Standards, including those for the Visual and Performing Arts. The deadline for implementation was extended to September 2022, due to the public health emergency.<sup>74</sup>

"By encouraging your own district to embrace this approach, our schools and districts will accelerate the incorporation of SEL into the curriculum during the revision process in a way that underscores the inherent nature of SEL within the arts," Morrison and Elias advised.<sup>75</sup>

The NJSBA Committee encourages school districts to consider the components and principles of the *Arts Education Social Emotional Learning Framework* as they align the curriculum with the revised New Jersey Student Learning Standards in the Visual and Performing Arts and embed SEL and character development throughout the school program.

<sup>72</sup> "Social and Emotional Learning and Arts Education," September Forward (Arts Ed NJ, Aug. 10, 2021), <https://www.artsednj.org/september-forward/> (accessed Aug. 19, 2021).

<sup>73</sup> Morrison and Elias.

<sup>74</sup> "Resolution to Amend the 2020 New Jersey Learning Standards Curriculum Implementation Schedule," State of New Jersey (New Jersey State Board of Education, May 5, 2021), <https://nj.gov/education/sboe/meetings/agenda/2021/May/public/5d%20Item%20D%20Resolution%20to%20Amend%20the%20Implementation%20of%20the%20New%20Jersey%20Student%20Learning%20Standards.pdf> (accessed Aug. 19, 2021).

<sup>75</sup> Morrison and Elias.

# Opinion

## EDUCATION

# Including arts and athletics will be crucial when students return to the classroom

**Colleen Maguire and Robert Morrison** *Guest Columnists*

On March 11, 2020, the World Health Organization officially declared the COVID-19 outbreak a pandemic, the NBA switched off its shot clock, and one day later, Broadway's lights went dark.

At the same time, with schools closing their doors and students preparing their home classrooms, high school gymnasiums and fields were vacated, stage sets were left unfinished and musical performances were canceled without rain dates.

One major concern about learning delays, is that it would deprive students of the very developmental experiences and relationships critical for their growth as individuals. Ultimately, we'd be inhibiting their capacity to develop the critical skills they need to succeed in life. So, as administrators and educators consider what school will look like this fall, it's imperative that the arts and athletics are central to every discussion and are included for all students.

*Influence What  
You Can't Control*





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[www.nfhs.org](http://www.nfhs.org)

## Lesson 8

Always Say  
“Thank You”

*When is the best time to  
plant a tree?*

*When is the second best  
time?*

# Working with State Agencies

Bob Morrison  
Arts Ed NJ



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# Resources

- NJSBA Rebuilding Opportunities for Students  
<https://www.njsba.org/wp-content/uploads/2021/09/rebuilding-opportunities.pdf>
- September Forward  
<http://www.septemberforward.org>
- Beyond the Boundaries: Arts Education Through a Pandemic Video  
[https://www.youtube.com/watch?v=xzJO6wPEh\\_M&t=37s](https://www.youtube.com/watch?v=xzJO6wPEh_M&t=37s)



**PERFORMING  
ARTS** [www.nfhs.org](http://www.nfhs.org)